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ABSTRACT

In recent years, an increasing number of limited English proficiency (LEP) students have entered the New York City school system with limited resources to cope with the demands of a complicated urban society. Although regulations require that these students receive support services, there are not enough trained bilingual counselors nor enough appropriate multicultural counseling models to help them. This report documents the Office of Research, Evaluation, and Assessment's (OREA) evaluation of the Multicultural Counselor Leadership Institute (MCLI) in its first year of funding by the New York State Education Department, Division of Bilingual Education. The project, managed by the Office of Student Guidance Services, provided staff and curriculum development for elementary, intermediate/junior high, and senior high school guidance counselors throughout New York City. MCLI was designed to give guidance personnel the opportunity to describe the counseling services they offered as well as to make recommendations as to which additional services, activities, and resources they would like to be able to offer. The program also sought to provide practitioners with current strategies and materials to use with LEP students. The evaluation of each stage of the institute was conducted through surveys and feedback questionnaires. Participants in staff development activities reported a significant gain in knowledge and favorably evaluated all aspects of their experience. Four tables summarizing results of the survey are included. (CJS)

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# OREA Report

## MULTICULTURAL COUNSELOR LEADERSHIP INSTITUTE (M.C.L.I.)

1989-90

FINAL EVALUATION REPORT

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# MULTICULTURAL COUNSELOR LEADERSHIP INSTITUTE
# (M.C.L.I.)

## 1989-90

## FINAL EVALUATION REPORT

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8/90

MULTICULTURAL COUNSELOR LEADERSHIP INSTITUTE
(M.C.L.I.)
1989-90

SUMMARY


- M.C.L.I. was fully implemented. The project conducted a citywide needs assessment survey, and offered two think-tank retreats, a graduate course in multicultural counseling, and three staff development sessions.

- The program was successful in meeting its objectives for the needs assessment survey and the retreats. It partially met the staff development objectives and two of its three curriculum and materials development objectives.


The Multicultural Counselor Leadership Institute (M.C.L.I.) was funded by the New York State Education Department, Division of Bilingual Education. The project, in its first year, operated under the auspices of the Board of Education's Office of Student Guidance Services. Its goals were to conduct a citywide survey of needs, then to offer staff and curriculum development activities to guidance personnel working with limited English proficient (LEP) and language minority students.

The program aimed to increase guidance personnel's awareness of the needs of students of limited English proficiency (LEP) and provided techniques to address those needs. Additionally, the project developed and modified materials for use in staff development and with the LEP/language minority student.

M.C.L.I. met its objectives for the needs assessment survey and the retreats. The program met two of its curriculum and materials development objectives. Although it offered more staff development activities than had been proposed, the program only partially met its stated objectives in this area.

Participants perceived that their knowledge of multicultural guidance techniques had increased significantly as a result of the retreats and staff development activities. They also rated all program activities favorably.

ACKNOWLEDGMENTS

This report has been prepared by the Multicultural/Bilingual Education Evaluation Unit of the Office of Research, Evaluation, and Assessment. Thanks are due to Denise J. Cantalupo for collecting the data and writing the report. Additional copies of this report are available from:

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# I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Multicultural Counselor Leadership Institute (M.C.L.I.) in its first year of funding by the New York State Education Department, Division of Bilingual Education. The project was managed by the Office of Student Guidance Services. It provided staff and curriculum development for elementary, intermediate/junior high, and senior high school guidance counselors throughout New York City.

## HISTORY OF THE PROGRAM

In recent years, an increasing number of culturally diverse students of limited English proficiency (LEP) have entered the New York City school system with limited resources to cope with the demands of a complicated urban society. There are not enough trained bilingual counselors to help them, nor are there enough appropriate multicultural counseling models. At the same time, Part 154 Regulations require that all LEP students receive appropriate support services, underlining the urgent necessity for developing a comprehensive guidance program for culturally diverse LEP students.

M.C.L.I. was designed to give guidance personnel the opportunity to describe the counseling services they offered as well as to make recommendations as to which additional services, activities, and resources they would like to be able to offer. The program also sought to provide practitioners with up-to-date strategies and materials to use with LEP students.

## PARTICIPANTS AND DELIVERY OF SERVICES

Guidance counselors, administrators, educational evaluators, school psychologists, social workers, and classroom teachers citywide participated.

To serve these participants, M.C.L.I. incorporated several components in its programming. One was a citywide needs assessment survey to determine the guidance services available to, and needed by, LEP students and their parents. A second component provided staff serving this population with two four-day retreats, a graduate course in guidance and counseling, and three staff development workshops. In its third component, M.C.L.I. developed guidance material for the LEP/language minority student.

## REPORT FORMAT

This evaluation report is organized as follows: Chapter II presents the evaluation methodology; Chapter III describes the activities of the project and examines its implementation objectives; and Chapter IV offers conclusions based upon the results of the evaluation.

## II. EVALUATION METHODOLOGY

### EVALUATION QUESTIONS

Evaluation questions included the following:

- Did the program assess the needs of LEP/language minority students and identify resources available or necessary to address those needs?
- Did the program conduct two think-tank retreats for guidance personnel?
- Did the retreats serve to develop participants' awareness of innovative strategies for use with multicultural students?
- Did retreat participants develop a five-year plan to improve guidance and counseling services to LEP students?
- Did the program register 60 participants in a Multicultural Counseling course at Teachers College, Columbia University?
- Did the program develop and translate materials into the native languages of the LEP population?

### EVALUATION PROCEDURES

#### Sample

An OREA consultant interviewed the project coordinator and observed a staff development session. OREA conducted a citywide survey of guidance and counseling providers and collected 595 completed forms. OREA also provided staff evaluation surveys for participants of both think-tank retreats and two of the three staff development sessions, 94 of which were completed and returned. M.C.L.I. provided participants with feedback questionnaires after both the first retreat and the last staff development session, and it sent a total of 25 completed

questionnaires to OREA. The program provided a course rating scale for the participants of the graduate course and forwarded 44 completed forms to OREA.

Instruments

OREA developed an observation schedule to document training environment and instructional activities. In conjunction with the Office of Student Guidance Services, OREA developed the "Survey of Guidance and Counseling Services for Limited English Proficient/Language Minority Students."

OREA used Likert scales on staff development surveys to assess participants' perceptions of the amount, relevance, and applicability of knowledge gained; the adequacy of opportunity for asking questions and expressing ideas; and the overall value of the program.

The project supplied a questionnaire for the evaluation of the graduate course. This called for an assessment of the presentations, discussions, materials, appropriateness of the instructional level, pace of the course, and the grading procedure. Participants also made an overall assessment of the quality of the course and the evaluation procedure.

The program developed a feedback form to determine what the participants gained from attending the first retreat and how this information could be applied. It provided a second feedback form to assess participants' overall perception of program activities.

Data Collection

An OREA field consultant observed a training session in October, 1989. OREA conducted a citywide survey of guidance and counseling providers in February, 1990, and interviewed the project coordinator in July, 1990. M.C.L.I. collected all data forms and questionnaires at the program's completion.

Data Analysis

OREA computed response frequencies on all questionnaires. It computed mean responses, standard deviations, and percentage of favorable responses on the staff development surveys. OREA also tabulated differences in the knowledge questions on the staff development survey (using the t-test to determine statistical significance) and analyzed responses to the two feedback forms.

## III. EVALUATION FINDINGS: IMPLEMENTATION

### CITYWIDE NEEDS ASSESSMENT

- **The program will identify services currently available and those needed to serve LEP and language minority students.**

OREA conducted a citywide survey on guidance and counseling services for LEP/language minority students. Four hundred and fifty-eight guidance counselors and 128 educational evaluators, school psychologists, social workers, school administrators, and classroom teachers responded. Ninety-nine percent of the respondents worked on the elementary or intermediate/junior high school level.

#### Screening and Placement

The survey asked who screened and placed LEP students. Respondents indicated that bilingual teachers most frequently screened LEP/language minority students for placement, although monolingual teachers and monolingual or bilingual administrators also performed this function. The Language Assessment Battery (LAB) was the instrument most frequently cited for use in screening. Additional methods cited, in descending order of frequency, were student interviews, previous school records, parent interviews, informal assessment, and students' chronological age.

#### Services Provided

The survey asked respondents to indicate the kind of guidance services they provided for LEP/language minority students. Listed in order of descending frequency in Table 1 are

the five services each group of respondents most frequently said they provided.

TABLE 1

Most Frequent Counseling Services Provided

| | |
|---|---|
| Monolingual Staff (N=376) | |
| | Individual Crisis Intervention |
| | Family Contacts |
| | Individual Academic Counseling |
| | Referral to Outside Agencies |
| | Individual Special Needs Counseling |
| Bilingual Staff (N=174) | |
| | Family Contacts |
| | Individual Crisis Intervention |
| | Individual Academic Counseling |
| | Referrals to Outside Agencies |
| | Individual Special Needs Counseling |
| Staff With Over Five Years Experience (N=421) | |
| | Family Contacts |
| | Individual Academic Counseling |
| | Individual Crisis Intervention |
| | Referrals to Outside Agencies |
| | Individual Special Needs Counseling |
| Staff With Under Five Years Experience (N=143) | |
| | Individual Crisis Intervention |
| | Family Contacts |
| | Individual Academic Counseling |
| | Referrals to Outside Agencies |
| | Individual Special Needs Counseling |

- Differences between groups were small.

Monolingual vs. Bilingual Staff. Responses by monolingual and bilingual staff to questionnaires differed only in that monolingual staff most frequently offered crisis intervention

services to parents, while bilingual staff most frequently offered family contacts.

Staff with More/Less than Five Years' Experience. Both groups included the same five services in their lists. However, those with more than five years' experience provided family contacts and individual academic counseling with greater frequency than did those with less than five years. The latter concentrated more on individual crisis intervention.

Desired Services

Listed in Table 2 (in descending order of frequency) are the five services each group of respondents most frequently said were needed and those they would like to offer.

TABLE 2

Desired Counseling Services

| | |
|---|---|
| Monolingual Staff (N=376) | |
| | Resources for Parents |
| | Improved Linkages With Outside Agencies |
| | After-School Programs |
| | Coordination of School and Community Agencies |
| | Outreach Services |
| Bilingual Staff (N=174) | |
| | Resources for Parents |
| | Bilingual Guidance Materials |
| | After-School Programs |
| | Improved Linkages with Outside Agencies |
| | Coordination of School and Community Agencies |
| Staff With Over Five Years Experience (N=421) | |
| | After-School Programs |
| | Resources for Parents |
| | Improved Linkages with Outside Agencies |
| | Outreach Services |
| | Coordination of School and Community Agencies |
| Staff With Under Five Years Experience (N=143) | |
| | Resources for Parents |
| | Improved Linkages with Outside Agencies |
| | After-School Programs |
| | Coordination of School and Community Services |
| | Training in Multicultural Counseling Strategies |

- Differences between groups were small, with greater disparity shown between respondents with more and less experience than between monolingual and bilingual respondents.

M.C.L.I. effectively identified the services provided to LEP/language minority students and their families as well as the services those students and their families needed. Thus, the program achieved its citywide needs assessment objective.

Parent Services

Availability. Respondents were asked to indicate the parent services available in their schools. Ninety-six percent indicated that their schools held parent conferences. Almost seventy-five percent indicated that their schools offered translation services and made family contacts in native languages. Forty-two percent reported that they held parent workshops in the native languages of target parents. Thirty-nine percent of the respondents indicated that they did not offer adult education and literacy programs.

Parental Interest. Respondents indicated how often and to what extent parents expressed interest in a number of topics. Parents most frequently expressed interest in the academic progress of their children. They were also concerned about administrative procedures; after school programs; bilingual class placement; home and family problems; special education referral; and student cultural, social, and emotional adjustment.

MULTICULTURAL LEADERSHIP INSTITUTE

- The program will conduct two think-tank retreats for participating counselors that will increase their leadership skills.
- Participants will develop awareness of innovative strategies for use with culturally diverse students based on the most current research.
- Participants will discuss current issues affecting LEP students and prioritized services, resources and projects for future development.

M.C.L.I. held two think-tank retreats. Thirty-three guidance personnel attended the first retreat, and 38 attended

the second. The four-day retreats emphasized evaluating the needs of LEP students, using improved guidance techniques, and developing a five-year plan to improve the quantity and quality of guidance and counseling services. The retreats offered seminars in ethnosharing, intercultural communication skills, stress management, self-evaluation, leadership skills, and parent/child mediation.

During the second retreat, participants completed the "Multicultural Counseling Awareness Scale" (M.C.A.S.), developed and administered by Dr. Joseph G. Ponterotto. This was followed by discussion on counseling students of diverse cultures and on specific guidance techniques available for LEP students.

The participants evaluated the retreats. (See Tables 3 and 4.) In rating the amount of knowledge they possessed on workshop topics before and after the training, participants indicated that there had been an increase in their knowledge. The mean gains of 1.3 for the first retreat and 2.0 for the second retreat were significant ($p<.05$). Participants positively assessed all aspects of the retreats. They also reported that they used an increased number of techniques as a result of the program and that participation in the program had increased their leadership skills, confidence, and sensitivity.

M.C.L.I. was successful in meeting its first three multicultural leadership institute objectives.

TABLE 3

Participants' Evaluation of First Retreat
(N=27)

| Evaluation Variable | Mean Rating[a] | S.D. | Percentage of Participants Giving a High Rating[b] |
|---|---|---|---|
| Relevancy of activities | 5.4 | 0.64 | 100.0 |
| Opportunities to ask questions | 5.2 | 0.83 | 96.2 |
| Enhanced leadership strategies | 5.3 | 0.78 | 100.0 |
| Overall assessment | 5.7 | 0.62 | 100.0 |

[a]Likert-type scale from one through six, with six the highest rating.

[b]Four through six on the rating scale.

- Over 96 percent of participants positively rated all aspects of the retreat.

TABLE 4

Participants' Evaluation of Second Retreat
(N=21)

| Evaluation Variable | Mean Rating[a] | S.D. | Percentage of Participants Giving a High Rating[b] |
|---|---|---|---|
| Relevancy of information | 5.4 | 0.67 | 100.0 |
| Opportunities to ask questions | 5.7 | 0.48 | 100.0 |
| Helpfulness of materials | 5.4 | 0.75 | 100.0 |
| Overall assessment | 5.3 | 0.58 | 100.0 |

[a]Likert-type scale from one through six, with six the highest rating.

[b]Four through six on the rating scale.

- All participants assessed the retreat positively.

FIVE-YEAR PLAN

- Program participants will develop a five-year plan to improve the quantity and quality of guidance and counseling services to LEP and language minority students.

Bilingual and monolingual guidance counselors, social workers, and administrators collaborated, through a structured planning process at both think-tank sessions, on a five-year plan for future multicultural counseling activities. The project coordinator integrated this material into what the project called "A Five-Year Plan for Improved Guidance and Counseling Services for Students with Limited English Proficiency."

The plan described the LEP students served by the New York City school system, listed their guidance needs, and presented a working definition of multicultural counseling as well as a mission statement which conceptualized goals for the future. The plan delineated recommendations in six areas: counseling practices, counselor education and staff development, linkages, parental involvement, research and assessment, and policy. Finally, the plan identified six outcome objectives to be implemented by 1995.

Since the program developed and submitted a comprehensive five-year plan for future activities, M.C.L.I. attained its fourth multicultural leadership institute objective.

STAFF DEVELOPMENT

Multicultural Counseling Course

- M.C.L.I. will identify staff to attend a course on multicultural counseling.
- The program will register 60 participants in a two-credit course in multicultural counseling at Teachers College, Columbia University.
- Course registrants will evaluate the multicultural counseling course.

M.C.L.I. provided staff with a two-credit graduate course, "Multicultural Approaches to Urban School Guidance and Counseling," at Teachers College, Columbia University. The course instructor, Dr. Sam Johnson, addressed theoretical foundations and practical applications of multicultural approaches to guidance and counseling. Fifty-three educators and guidance specialists registered for the course.

Forty-four participants responded to an evaluation survey upon course completion. They reported that the presentations were appropriate, the presenter was responsive to students' needs, the textbook was good, the assignments furthered course objectives, the examinations were relevant, the level of instruction was appropriate, and the pace of the course was reasonable.

The program achieved the first and third staff development objectives for identification of course participants and course evaluation. It came close but did not attain the second objective, that 60 persons would register for the course.

Workshops

M.C.L.I. provided three more staff development workshops than it had originally proposed. The first focused on counseling techniques to be used for small group interaction. The second was a professional renewal seminar. A third workshop summarized program accomplishments and discussed New York State Education Department regulations.

OREA evaluated surveys completed by 45 participants after the first and second workshops. The participants' perceptions of the amount of training-related knowledge they possessed before and after the workshops increased from a mean of 3.6 (s.d=1.5) to a mean of 4.9 (s.d. = 1.07). The mean gain of 1.3 (s.d.=1.4) was significant ($p<.05$). Over 96 percent of the participants favorably evaluated the overall quality of the workshops.

CURRICULUM AND MATERIALS DEVELOPMENT

- M.C.L.I. will modify and translate selected materials into Spanish, Haitian Creole, and Chinese that focus on self esteem, life skills, career decision-making, and conflict resolution for the elementary and junior high school levels.

The program produced a guide, "El Camino Hacia Las Buenas Decisiones," which focused on self-esteem and life skills. The project also modified materials on career decision-making, and developed a career inventory in Haitian Creole. The project translated and adapted portions of the New York City Board of Education's curriculum, "Planning for High School," into Korean and Chinese. The project also produced a second guide, "Creativa Solución de Conflictos Para Muchachas," on peer mediation and

conflict resolution.

M.C.L.I. met its first objective for curriculum and materials development.

- The program will develop a videotape and accompanying manual on conflict resolution in Spanish and English for staff development and counseling purposes.

M.C.L.I. developed a videotape in Spanish on peer mediation and conflict resolution. It was in the process of adding English subtitles to the video, which was shown at an international staff development conference on guidance in Mexico.

Since the English version of the video had not yet been completed, the project failed to achieve its second objective for curriculum and materials development.

- M.C.L.I. will videotape retreat activities for future staff development.

M.C.L.I. videotaped both think-tank retreats. The videos were being edited for future staff development purposes. The project met its third objective for curriculum and materials development.

## IV. CONCLUSIONS

M.C.L.I.'s goal was to determine the guidance needs of LEP and language minority students and promote the use of updated multicultural approaches in serving this population. To this end, the project provided various training opportunities for guidance personnel in the New York City school system and developed curricula and materials for use with this population.

The program met almost all of its objectives. By conducting a citywide survey of guidance needs, M.C.L.I. achieved its needs assessment objective. The program failed to meet one staff development objective, as it only registered 53 of the proposed 60 participants for the graduate course; however, it added three additional staff development workshops to the number proposed. It only met two of its three curriculum development objectives, since it did not produce the proposed English-language version of a conflict resolution video.

Participants in staff development activities reported a significant gain in knowledge and favorably evaluated all aspects of their experiences.

M.C.L.I. was a successful first attempt to meet the needs of the increasing number of culturally diverse LEP and language minority students entering the New York City school system. M.C.L.I.'s strength lay in its ability to provide innovative and well-received staff development activities to guidance personnel. The two think-tank retreats provided a forum for participants to design a five-year action plan to address the guidance and counseling needs of LEP/language minority students and their families.